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A WORD ABOUT PRIMARY TEACHERS.

No great error is more generally prevalent and firmly established in the minds of intelligent people, than that a little child, in the first stage of its education, requires little knowledge and little experience in the teacher. Hence the common practice of placing girls at the age of fifteen to eighteen years of age in charge of small primary schools. Undoubtedly a strong incentive to this is, the small pay for which their services can be obtained. Some vindication of the custom may be alleged to exist in the fact that young teachers must have an opportunity of acquiring experience; and where can it be found under more favorable circumstances, and where will the loss be less than in trying experiments on little children? There are few misses, of the age named above, who do not feel fully competent to teach the little beginner its first lessons. Surely, she knows her letters, and how to form them into words; why, then, is she not competent to teach what she knows? True, she may falter a little in view of *governing* her school; but then the committee relieve her by an encouraging word, saying, "The school is small; you cannot find any serious difficulty in governing only fifteen or twenty pupils; and then they are all very *small children*. You are just as well qualified to teach such *little* things as a college professor would be."

She enters upon her duties ; the season passes away, and her experiments have been tried, day by day, on the almost embryo mind and body of each young immortal under her charge. During these months the intellect and physical system have been developing ; and since "the mind grows by what it feeds upon," as well as the body, the results depend, of course, upon the aliment received from the teacher who has furnished the pabulum of thought and controlled those influences which have been forming the habits of the child.

But let us for a moment view the aspect of the case from the parent's stand-point of view. I have a little boy who has just arrived at that age deemed suitable for commencing his course of instruction, which ought to end in producing a man, fully qualified to meet all the exigences of life. I know that the difference between his starting in just the *right* direction, and any variation from that, will prove to be *infinite*, in importance, in his future existence. I am told by Lord Brougham, that "a child *neglected* during his early years cannot be fully recovered by any subsequent training." A French infidel assures me, that "if he could have the exclusive control of the child during the first few years of its life, he could teach it to violate every law of God and man without compunction ever after."

What wonder, then, that my spirit is troubled at the thought of *neglect* of these growing and strengthening faculties on the one hand, and unskilful instruction, as well as the effectual teachings of evil example and chance lessons, from every quarter, on the other ! When the parent, in view of the tremendous responsibility resting upon him to secure the well-being of his child in his training, is constrained to exclaim, "Who is sufficient for these things ?" may he not, with good reason, entertain deep solicitude respecting the capability and efficiency of the individual who is to share with him the responsibility of training the mind and forming the character of his child ?

It has long since passed into a proverb, that "the way the bough is bent, the tree's inclined." Equally true is it, that "the child is the father of the man." If the nurseryman

regards the early shoots of his choice shrubs with care, feeling that upon the perfection of their early stage of development depend their future vigor and productiveness, shall not parents and teachers regard the growth of mind with at least equal solicitude? Is not the latter worthy of as careful attention, sound judgment, and tried experience as the former?

If the child is so fortunate as to have judicious instruction and training at home, and comes to school with good habits, so far, in one respect, the care and labor of the teacher are relieved. The good mother, in that case, stands in the place of the teacher at school, doing, in fact, the work of *governing* for the teacher. Such *good* children the young and inexperienced teacher thinks can be easily taught by *almost any one*. But little does she know how much careful attention, unwearied watchfulness, anxiety, and solicitude it has cost that mother to secure this excellence in her child. And is there not a weighty responsibility resting on the teacher that she may not suffer this good work to be all *undone*? Does it not require some ability, some experience and skill to preserve, in the midst of temptation, away from the mother's watchful eye, the vantage ground already gained?

But there are comparatively few of this class of pupils, even in our *small*, primary schools. And how is it with regard to that more numerous class of pupils, whose parents are not judicious in their management, — parents who are either incompetent to communicate wholesome instruction, and exercise suitable control, so as to form good habits; or who are too closely occupied with daily duties to do that which the welfare of the child requires? Here the case is reversed; and if the responsibility of sustaining the child in its good reputation is arduous, certainly the task of raising wayward pupils to the same level, under adverse influences, cannot require less talent or effort. With these the teacher is not a *teacher* merely. She must, in a measure, do the work which a mother ought to have done, and therefore assumes the obligations both of mother and teacher; and this obligation is not that of a single parent, but of as many as there are pupils under her charge who require of her the performance of this two-fold duty

In view of what has been said, it will be inferred that the teaching of reading, spelling, &c., is but a *part* of the teacher's business in the school. Such we believe to be true ; and more, it is really not the most essential part. Reading, although an important acquisition, is not an element of character. It may be used with great advantage in the formation of good character ; so likewise it may be influential for evil, unless motives, desires, and habits are right in the individual. These latter, then, are to receive the first attention, and require the rarest skill. The safe and rapid transportation of passengers and merchandise is the ultimate object of the locomotive and railway ; on the perfection of their construction depends success, and vain will be the skill of conductors, of time tables, and the omnipotent power of steam, with defective machinery, or treacherous tracks.

The *mind* is the machine of all work to the human being through his whole existence ; it differs from ordinary mechanical contrivances in this, that the possessor has it in his power to build while he uses it, to increase its power for good purposes or bad, while operating to secure results. The teacher who looks exclusively or mainly to *acquisition* from books, and neglects the growth and training of the faculties of mind and power of body, — forgets to scan motives, watch habits, and observe the nature of temperaments, must not be disappointed if wrecks and disaster should be found in the future of those who have failed to receive suitable instruction.

It is a common error that a person of small attainments is competent to teach the elements ; that the person who has learned them well, but made little progress beyond, can teach what he has learned. That may be true to a certain extent in letters ; but such teaching in all those elements which form and develop the general character, which direct and control habits of thought and action, would sadly fail in scope and efficiency.

The wisest of mothers feel that their best efforts are demanded, even with naturally well-disposed children, to follow up traits of character as they are revealed ; to encourage and strengthen the right, and shield from danger when it is in

the slightest degree apparent. Experience continually reveals some advantage which nothing else could bring to view. Is it certain that this country could ever have boasted of a Washington, if the training of little George had been committed to the direction of an ignorant and incompetent mother? And who can tell how many Washingtons have been "blasted in the bud" by rude hands? Nor is it positive, injudicious action alone, by which irreparable mischief may be done; *neglect*, simple neglect is quite as effectual, often, as direct instrumentality. The consequences of it will be the same, whether they proceed from negligence caused by indolence or misapprehension of duty.

The foregoing remarks have been prompted by the apparent disparity between the ordinary qualifications of teachers of little children, and the fruits which may be reasonably expected from instruction and right training of the highest order. Now, so long as the school-house is studiously located in the most secluded spot, rude and uninviting in itself; so long as we separate our children from home influences, and place them beyond the watchful eye of the mother, under the sole charge of one who has, as yet, scarcely emerged from childish habits and impulsive action, having little knowledge of human nature and less of the sober realities of life, for want of experience; can it be expected that correct fundamental principles will be implanted in the tender minds of those who are to form the next generation of citizens?

The farmer does not thus commit to inexperienced hands the young of his domestic animals; the apprentice in the mechanic arts is not so much left to the supervision and instruction of novices in the trade which he learns. With what sedulous care do we plant the seeds and nurture the tender germs in the garden, until the native vigor of the plant shall enable it to cope with the rude winds, and rank weeds, seeking to rob them of nourishment? Is not a child better than a brute, or a vegetable?

In all we here utter, blame is by no means to be laid at the door of the young teacher. She sees honorable and useful employment in the work of instructing the young mind. It

is not her fault that so many are found in responsible positions who are unfit to discharge the duties. These would never be found thus engaged, if the public did not encourage, yes, even demand it. And this demand is based partly on a seeming necessity, — that a sufficient number of teachers cannot be found of suitable qualifications ;—but much more on the fact that the services of this class can be obtained at a *cheap rate*. Thus are the intellects and souls of the young bartered for money. That there are many honorable exceptions, in many of the towns and villages of our commonwealth, is readily admitted ; and we would cherish the hope that the number is steadily increasing. And when the community shall perceive that general happiness, the increase of property, and success of our institutions depend more on the upright moral character and well-trained intellect of the citizens, than on hoarding filthy lucre, *then* may we hope that no child, even of the humblest parent, will fail of receiving proper instruction.

We shall close this article, extended much beyond our original design, by offering two or three suggestions for mitigating the evil under consideration.

1. School committees should give earnest attention to the influences flowing from this source of defective instruction, and present them distinctly to the parents, who are most directly interested in this subject. They, with such friends of education as may be readily enlisted, could do much to accomplish a desirable change.

2. One of the legitimate objects of the *Normal School for Teachers* is, to give them an opportunity to learn, from the best authority the State can furnish, the peculiar wants of the young teacher and the best methods of avoiding the errors to which tyros are subject. Let the benefits which these may confer be more generally used, and a long stride would be taken to remove the difficulty altogether. The very basis on which the Normal School is established is calculated to obviate it ; for none are admitted there as members till the age of *sixteen* for young ladies, and if they finish the course of studies required for graduation, their age will be far less objectionable, and their qualifications, after a thorough course of instruction,

will do much to fit them for the practical duties of the school.

3. In our cities and large towns the primary schools are large, and require an assistant to relieve the principal teacher. Here is an excellent opportunity for the young novice to perform good service, while she may receive valuable instruction with far less risk of committing serious injury upon those on whom she is daily making her impress. Fathers, mothers, teachers, see if there is not meaning in the following.

"A gentleman in England was walking over his farm with a friend, exhibiting his crops, herds of cattle, and flocks of sheep, with all of which his friend was highly pleased, but with nothing so much as his splendid sheep. He had seen the same breed frequently before, but never such noble specimens; and with great earnestness he asked to know how he had succeeded in producing such flocks. His simple answer was, 'I TAKE CARE OF THE LAMBS, SIR.' Here was all the secret of his large, heavy-fleeced, fat sheep; he took care of them when they were lambs."

4. Let the conscience of the community be awakened to a sense of the importance of paying teachers of primary schools in some reasonable proportion to the work they *should* perform, and then they may with greater propriety be held responsible for results.

A. P.

For the Massachusetts Teacher.

"WE KNOW IN PART."

"Eternal Truth! beyond our hopes and fears
Sweep the vast orbits of thy myriad spheres."

Alas! the courage fails and spirit faints;
How shall I sail this shoreless ocean o'er?
How realize the visions Fancy paints,
Or grasp an atom from the boundless store?
Shall seas within a goblet be confined?
The realm of knowledge in created mind?

We stroll at random on the shelving beach,
 And gather here a weed, and there a shell,
 Esteemed of small intrinsic value each,
 Save as of richer treasures it may tell.
 The weed, perchance, may grace a cabinet;
 The shell, a cameo, in gold be set.

"We know in part;" not wholly wrapped in night
 We blindly grope along our destined way;
 Above the mountain, streaks of ruddy light
 Announce a fair, a long-expected day.
 The dawn illumines the top of spire and hill,
 But all below remains in darkness still.

On Nature's page what depth of meaning lies!
 The humblest sentence with instruction rife:
 What strange enigmas, unsolved mysteries,
 In every phase of being and of life!
 Earth, air, and sea, and all that in them dwell,
 Utter a voice like Delphic oracle.

The spangled vault that hangs above thy head
 Seems but a curtain blue, with stars of gold,
 To veil the blest from mortal gaze, outspread
 Upon Creation's radiant morn of old.
 Ye shining worlds, your silver voices ring
 On ears too dull to heed the song ye sing.

The sounding sea, whose foam-capp'd surges roll,
 Like towering cliffs, to meet the threat'ning clouds,
 Whose voice majestic thrills with awe the soul,—
 In that grand hymn a meaning wild enshrouds.
 A song of treasures that its waters keep,
 Of fleets and armies that beneath it sleep.

Eternal Truth! thy springs exhaustless lie
 Where Hope on boldest wing may scarce aspire,—
 The limpid streams our present wants supply,
 But cannot quench the soul's intense desire.
 But partial draughts they yield us here below;
 We drink, and long satiety to know.

Vain hope! shall man know all of God's designs?
 His feeble powers assert Omniscience' claim?
 The sun be darkened when the glowworm shines?
 A whispered slander drown the trump of Fame?
 Then may we think to swell our scanty store,
 Till knowledge fails and mind can grasp no more.

Still on, through cycles endless, infinite,
Long as the blest shall walk th' Elysian plains,
New themes for praise shall greet the raptured sight,
New songs ascend in nobler, sweeter strains.
Of new delight each hour shall bring its fill,
Nor pleasures pall, but tasted, ravish still.

Be this our wisdom, then, to live and learn, —
With meekness all our ignorance confess ;
Where Truth is found our eager footsteps turn,
Unchecked by pain, undazzled by success.
Hope sweetening toil, till time with toil hath flown,
Now faintly knowing, then as we are known.

J. K. L.

THE MUTUAL RELATIONS OF PARENTS AND TEACHERS.

THE physical, mental, and moral growth and development of a child should be watched and guarded with the most careful attention by every parent and teacher. There is no employment on earth which carries with it such heavy responsibilities, and which is so endless in its consequences, as the moulding of the character and tastes, and in a great measure controlling the happiness and destiny of an immortal being. This work has been committed almost wholly to the parent and the teacher. And though many of the young are neglected by both, and are trained under other influences, yet the trust is most assuredly theirs. Those deserve well of their country who faithfully discharge these high obligations. The inventor who constructs a machine which shall lighten the toil and relieve the sufferings of poor humanity, is a benefactor ; the legislator who makes wise laws which enhance the prosperity and happiness of a state, confers a great blessing ; he who adds to the permanent wealth of a nation, deserves well of his country ; but he who stamps the high seal of intelligence and honor and virtue upon her growing sons and daughters, deserves the universal gratitude of all mankind.

The mother of Washington conferred an infinitely greater benefit upon her country, by guiding aright the mind of her high-spirited boy and making him a model for the imitation of those who should come after him, than *he* would who should rear a mighty and impregnable wall, frowning with towers and mounted with cannon, around our wide domain. That noble Roman mother who could point with pride to her children, as her jewels, might do as much service to the State as Cæsar with his armies.

If, then, our responsibilities as parents and teachers are so great, we should endeavor to comprehend them. We have one common object in view, which is the proper training and cultivation of all the powers of the mind and body. There should be no conflicting interests, but a perfect harmony of feeling and action between the parent and teacher; and their mutual relations and obligations should be well understood. The child should see that both are intensely interested in his improvement, and that they always act in concert. The parent, being the most interested one, should, if possible, make the first advances, and the teacher, if deserving the name, will promptly and cordially respond to them.

Plans for breaking up bad habits, such as idleness, carelessness, profanity, lying, &c., should be mutually discussed, and when adopted, should be vigorously carried to a successful result, by an earnest and hearty coöperation of both.

The first thing to be secured is the habit of *obedience*, without which nothing can be accomplished. This is of vital importance, and no child can be well educated without it. It is the cornerstone in the character of an intelligent, moral, and noble-minded man. Disobedience has filled our reform schools, our prisons, and our penitentiaries; and has brought, and is bringing, incalculable misery upon the human family. Mobs are headed, riots instigated, laws trampled upon, and governments overthrown by those and *those only*, who were accustomed to disobey their parents and teachers. Here should be the most perfect unanimity of opinion. If the rules and regulations of a school are just, obedience should be uncompromisingly maintained by both parent and teacher. But

a misunderstanding upon this point may be fatal to all progress, and forever ruin the child. A parent may think the punishment too severe in a particular case, but if he truly loves his child, he will seek an interview with the teacher before he openly condemns his course. It is the universal testimony of teachers, that they have no serious trouble with those pupils who are accustomed to obey at home, or where there is a good understanding with the parents.

The *health* of the young should be an object of special attention. "A sound mind in a sound body," is a maxim full of meaning. Habits which debilitate the body and impair its vigor should be broken up; a stooping posture changed to an erect one; awkwardness of manner, to ease and grace; roughness and vulgarity, to gentleness and purity. The child suffering for want of exercise should feel its healthful glow; and to do all these things demands the earnest and continued efforts of both parent and teacher.

The *mental powers* should be harmoniously developed, and the child should be judiciously directed in the choice of studies. There is often a great error in permitting the young to neglect the common branches, and commence the study of the higher, thinking they are making rapid progress and are far outstripping their companions in the race, who are laying a broad, deep, and sure foundation for future usefulness and eminence. Dr. Johnson was once asked by a lady "what she should teach her son." "Madam," said he, "grammar, writing, and arithmetic; three things which, if not taught in early life, are seldom or never taught to any purpose, and without which no superstructure of learning or knowledge can be built."

Thoroughness of instruction is also a matter of great importance. Some parents and some teachers, it is to be feared, are too superficial, and love to make a display of the astonishing progress of their children, forcing them over a great number of pages in a short time, which gives an artificial and unhealthy growth to the mind without available knowledge or permanent power. Here too there should be harmony of action.

The *habits, passions, and morals* of the young should also be watched and guided with ceaseless vigilance. Habits may be formed which shall make the individual a disagreeable, disorderly, and unendurable member of society, or a pleasant, amiable, and ever welcome visitant at every fireside; passions which, if left uncontrolled, may delight in scenes of blood,—may prompt the blasphemer's oath, or sharpen the assassin's knife, or raise the murderer's arm, or steel the pirate's heart; but if rightly directed may make heroes as brave as Washington, philanthropists as benevolent and persevering as Howard, or preachers as earnest and powerful as Baxter and Whitefield. The morals of a child may become so depraved that virtue cannot breathe in its presence, and goodness shall shrink back at its approach as from a leper's touch; and its effect upon society may be more dreaded than the breath of a pestilence; or its principles may be so correct and its life so pure as to exert an elevating and ennobling influence over all with whom it comes in contact.

Thus we see that the most weighty responsibilities rest upon parents and teachers; and to train the young aright demands unwearied diligence, an enlightened view of what true education is, and a conscientious discharge of every duty. Each has an appropriate sphere of action, and neither can throw off upon the other obligations which rest especially upon them. It will be seen at once that concert of action is indispensable to success.

Here emphatically "*union is strength.*" Children should be often questioned at home with regard to their deportment at school, and their progress in their studies, and they will then feel that their parents are interested in their welfare, and they will endeavor to deserve commendation. It is very important that the school should be visited by the parents, and the pupils will be stimulated to greater exertion. The man who sows our fields and gathers in the ripened harvest is watched with the strictest supervision; but he who sows the seeds of knowledge in a deathless mind is often left to toil alone, without the cheering presence and kindly words of sympathizing parents. Children will fear to be guilty of idleness or mis-

conduct if they see their parents and teachers on terms of cordiality and accustomed to converse freely about every thing connected with school duties.

Unfortunately there is sometimes, as some one has termed it, an "*unholy alliance*" formed between the parent and child against the teacher. Nothing can be more disastrous. Progress under such circumstances is almost impossible. If teachers err, and they often do, their errors should be pointed out in a spirit of kindness, yet frankly and plainly, and when so done, if they are true to their mission, they will profit by the counsel.

Parents should, if possible, always form an acquaintance with the instructors of their children. We Americans are too cold and frigid in our natures, and meet each other too seldom in social life. A little more cordiality, a little more nearness of communion and fellowship, and a more free comparison of our mutual trials and difficulties, as teachers and parents, would obviate many evils and tend to the most beneficial results. But says one, "I have no time for all this; I have no time to visit schools and talk with teachers; I must attend to my business." What is *time for*, unless it is given us to prepare ourselves and those over whom we have an influence for usefulness here and lasting happiness hereafter?

It is the duty of parents to provide food and raiment for their children; but shall the decaying body receive the most careful attention, and the imperishable mind no watchful care and assiduous culture? Far better would it be for a man to have a hovel, with intelligence and virtue, as an inheritance to his children, than the riches of Astor, with ignorance and depravity. When parents and teachers shall look upon the subject of education in its true light, and see clearly their mutual relation to each other, and faithfully discharge every duty, and conscientiously fulfil every obligation to the young, a new era will be ushered in. Then, wise, high-minded, and virtuous men will be the legacy they will leave to the world. Then indeed we may hope with assurance, "that our sons may be as plants grown up in their youth; and our daughters may be as cornerstones, polished after the similitude of a palace."

"LOOK STRAIGHT IN MY EYES."

WE know an earnest mother who never attempts to make an impression on the minds of her little ones, without directing them "to look straight in her eyes," when she is about to say what she wishes them to understand and remember. The pouting lip, the visage wrinkled with anger, usually vanish before her searching look; and if the veracity of the child is doubted, when brought eye to eye, it is no easy matter for the little guilty one to look steadfastly into that mother's eye and stand firm to a falsehood. But the more common purpose to be effected is to gain the entire attention, in order to make a lasting impression upon the mind. No subject is more important in the teacher's entire vocation, than this securing the undivided attention of the pupil. Its necessity will be obvious to any intelligent mind, on a moment's reflection; but long experience tends more and more to bring out, in bold relief, its real value in the child's improvement. We have seen a teacher laboring hard to explain to a class a difficult point in the lesson, while one member was trying his agility to catch a fly, which had rashly ventured within his reach; another was bending a pin to hook into his neighbor's trousers, as if to nab a whale; another was balancing a pencil on his forefinger; and a fourth was chalking his neighbor's back. A teacher must have rare skill to be able to make instruction profitable under such circumstances.

Whether in teaching the branches of *study*, or obedience to rules pertaining to *order*, it is indispensable that the teacher require the pupil to "look him straight in the eyes." It is deemed a breach of etiquette by many, that a person should not look the individual addressing him in the eye, while speaking. It should invariably be deemed a breach of good order, of respect to the teacher, and a violation of the rights of the class, for any member not to give entire, undivided attention to the pupil who is reciting, or to the teacher, while explaining a point or process to the class. Let this be

done and there will be no time for trifling, or improprieties, during a recitation hour.

But hark! I seem to hear an objector among the pupils say: — "I've got the lesson; I know it all." That is very well, Thomas. I am glad to hear it. But can't your teacher present the subject in some new aspect, so as to give you a clearer idea? If you have such a teacher as you ought to have, although you are the best scholar in the class, "you may learn something to your advantage" by listening to your teacher. At least it must be a gratification to know as much as your teacher, even if you find you cannot learn any thing new.

But to an inquiring mind, full of zeal in search for knowledge of every kind, it should be a field worthy of cultivation, to trace the operations of the different minds in the class, on the same lesson. While you have been soaring over it like an eagle, your class-mate John, over there, has been groping along like a poor blind man by a wall; or you and he are like the cat and tortoise in a race. See there, how *impatience* blinds the perceptive faculties of Will Goahead; how a blunder cheats Jim Careless out of success; how Tim Trifler "can't see into his lesson at all," because he is after "small potatoes over there." Thus you may learn to appreciate your own high position, and receive stimulus to avoid their errors, and rise still higher.

Such knowledge is called the knowledge of human nature, — the very best foundation and acquisition for a business man.

But to return to the teacher. You cannot be too particular both in *study* and *recitation hours*, to keep the pupil's mind fixed attentively on *one thing* for the time assigned. To prevent play, whispering, &c., is not enough. Occupation of the mind, study, investigating, earnest application of the mind to study, is the very least that can be required. When this has been accomplished for a given time, let there be relaxation, amusement, or entertainment, even, if you please.

Little children must be taught this habit of attention while their minds are peculiarly susceptible. But their endurance

is small, and they must not be taxed for a great length of time, at once. Still they should be exercised according to their strength, and thus their strength will rapidly increase.

There are many ways of making the pupil "look straight into the teacher's eyes," or, in other words, of giving entire and undivided attention to any object or duty.

1st. Every scholar should have something to do during every hour of the day, and should be required to do it *in* that hour. *Study hours* should *be* study hours, nor should the teacher be indifferent whether they are strictly observed or not. If the teacher is indifferent, the pupils certainly will be, and almost unblamably so.

In recitation hour, let it be a fixed law in your class, that each pupil shall devote his whole attention to the explanation of the teacher, or the recitations of the other members of the class.

Never, under any pretence whatever, allow playthings, indeed *anything*, to be brought into the class, except what is to be used in the recitation, legitimately belonging to it. In short, let every scholar feel that the exercises of a recitation are enough to tax all his powers; especially if he add to these suitable care that his manners be appropriate to the occasion and the place, whether he be sitting or standing, walking across the room, or working at the blackboard.

Here is the place for the cultivation of good manners, as well as arithmetic or grammar.

One word more to teachers of intermediate and primary schools, on a point akin to the foregoing. Teachers can never be too particular in preventing their little pupils from bringing *playthings* to school. More evils grow out of this practice than can easily be enumerated. The time of the pupil which they occupy, in diverting the mind from study, is not the least. The practice of *trading*, which inevitably grows up from their introduction to the school premises, leads to more deception, pilfering at home and abroad, and falsehood, than almost any circumstance in the school. To an experienced teacher this subject needs only to be mentioned to be appreciated; to a young and inexperienced teacher,

we can only say, resist this evil with all your skill and power, as one of the most important objects of your vocation. It will present itself in the path of every teacher ; and the failure of many a school, and the loss of reputation of many a teacher may be traced to a neglect of this practice of filling the pockets, the hands and minds with objects foreign to the school.

A. P.

SUGGESTIONS RESPECTING DRESS.

TEACHERS are seldom advised on the subject of *dress*. Perhaps it is believed that the limited income of most of us will effectually prevent any undue extravagance in that direction, — or the gratification of a love of display, if we be supposed to have it ; or better still, perhaps it is universally conceded that the superior culture which we are allowed and *expected* to have, and our large share of "*common sense*," raise us above the petty details of an expensive and elaborate toilet.

We hope it is so. We acknowledge and rejoice in all the advantages which keep us from the folly of the many, who give all their time and thoughts to decorating the body, — who think more of the *outer* than the *inner* man, if we may judge, (and why should we not ?) from the pains they take in adorning the one, to the neglect of the other ; and we are quite disposed to agree with them in their estimate, and to acknowledge that *dress is the man*, or all of it we can discover in *them*.

We believe we must step out of our own ranks for such specimens. Teachers have other and better business. Nevertheless, I have something to say to you about *dress* ; not to warn you against extravagance, — or the love of dress for its own sake, — or the waste of too much precious time upon it. Of this there is no need. I have simply to ask you to dress better than you do. Are you surprised and indignant at such a request ? Wait, and let us reason together.

I do not ask you to dress better at your homes, in the street, at church, or in public places ; I am quite willing to leave

that to your common sense and superior judgment. I do not ask you to dress more expensively, or more showily than you do. Addition is not always improvement ; but I ask you to dress more carefully in the school-room !

Some dress merely from necessity ; they are willing to look decent, but all the time spent for anything further is a sinful waste. Others adorn the body simply from a love of the beautiful, and surround themselves with objects that are so. Others gratify, in this way, their pride and vanity, and foster the worst feelings of the heart. There are some, however, who make the adornment of the body, to a certain extent, a *matter of duty*.

My last teacher, one of the most distinguished educators in the land, told us among her last lessons, that we must dress as well as we could, — make ourselves look just as well as possible ; “for,” said she, “every improvement in our own appearance increases our power to influence others.” At the same time she made it very plain to us that one may be at great expense to dress very badly, while the attire of another, of the simplest and cheapest fabric, may be perfectly unexceptionable. She also warned us against *wrong motives*, and the danger of being misled, or drawn into any extreme fondness for dress, *for its own sake*.

The art of dressing well depends so much on the adaptation of one thing to another, that it calls for the best judgment, the truest refinement, the keenest perception, and the nicest skill. Our attire must be fitted to our position in society, the place we are *in*, and the *work* we are doing, the time of day and the season of the year ; and our own age, complexion, figure, and bearing must also be consulted.

Few persons know how much depends on a skilful arrangement and combination of *colors*. Some seem to be entirely ignorant of their harmony, and have never heard or suspected that any two colors will produce, when blended, or contrasted, a more pleasing effect than any other two colors. Every one should know something of this, for the smallest mistake in this matter will sometimes spoil the effect of a dress which is faultless in every other respect. When all these things are

duly regarded, we are *well dressed*, or in common language, our dress is "*becoming*."

But all this you have known a long time, and "all this," you are saying, "is of no use to us, — we dress well enough. It is true we do not take much pains to look well when we go into our little out-of-the-way school-houses, for who will see us but those little *things* that wont know whether we look well or not? and if they do, it does n't matter!" Ah! but they *will* know, and it *does matter*! A little bright boy came from school and said, "Mother, why does n't my teacher wear a nice white collar as you do? She doesn't wear *any*, and I'm sure I should like her better if she did —" A timid little girl whispered to her mother, as if she feared she was doing wrong, "My teacher wears a dress that is n't clean. I wish she would n't! Do you think she had any mother to teach her how nice it is to have clean frocks?"

"Well, how do you like your teacher?" we said, as a resolute fellow came bounding in, at noon, on the first day of school. "Do n't like her." But why? "Do n't know, — but she had on the homeliest *dress* you ever saw!"

A young lady at a seminary says, "I like our teacher much, but she does not seem to know anything about colors, and often wears a *green* ribbon with a *blue* dress, — or a *blue* ribbon with a *red* dress, — and colors that do not suit her complexion at all; and sometimes it troubles me all day." Some of the troubles among smaller children might be traced to the same cause, for such mistakes are just like *discords in music*.

I remember that I disliked one of my teachers from the moment I saw him, because he had on a gaudy, ill-looking vest, — and it is always associated with him in my memory. I have heard of a teacher who gave so little attention to cleanliness, as to become an object of contempt to those of his pupils who were taught, at home, the necessity of scrupulous care on such points. What the effect was on those not thus guarded by right home-training, I dare not say, but I trust some kind power was at hand to ward off the evil that such an example was calculated to exert.

These are only a few of the many instances I have known,

of teachers who have lost the respect and esteem of their pupils, merely from neglect of their *own personal appearance*. Then let me repeat, be very careful of your dress in the school-room, for the smallest neglect may work incalculable evil among the observant, imitative beings you meet there; while every *real improvement* in your outward appearance will be sure to increase your power to influence them. NORMA.

WESTFIELD.

TO YOUNG TEACHERS AND CANDIDATES FOR TEACHING.

As a result of the increased interest in the subject of education, there is a large class of young people in our towns, qualifying themselves to teach school. Not all of these can, of course, obtain schools. Setting aside a few of the very first class of teachers, there are, probably, as many and as well qualified teachers unemployed, as employed. Many of these are young, having taught one or two schools with tolerable success, and many have not taught at all, but wish to commence. To this class I will make a few suggestions.

1st. You need not be discouraged because you do not obtain a school. When there are many more teachers than schools, it is not at all strange that you should not be employed, even if you can teach better than many that are employed. But teachers cannot succeed till they have a chance to teach. Be not in haste to commence teaching too young. There is a desire on the part of many to take upon themselves the responsible duties of a teacher before they have sufficient age and character, even if they are qualified in some other respects, though some are older at fifteen than others at eighteen. It is far more important that you *succeed*, when you do commence teaching, than that you commence young.

2d. Strive to improve your mind. Many feel that if they do not get a school at fifteen or sixteen, they must sit still, shut up their eyes, and do nothing. If you manifest such a spirit, you are not fit to teach. Is knowledge of no use

except to teach school? How can you awaken a thirst for knowledge in others, if you have no thirst for knowledge yourselves? If you have no aspirations for knowledge, no strong desire for improvement, you have not yourselves the A B C of an education, and should never enter the school-room, except as a scholar. If you have a desire for improvement, it will be manifest, even if you do not attend the "Academy," by your habits of thought, your reading, and conversation. Some will make more improvement at home, and work several hours in a day, than others will at school, simply because they have active minds, keep their eyes open, and find something to learn, everywhere, all the time. One great reason why we have so many dull, lifeless, monotonous, sleepy schools, is, that the teachers have no intellectual life and energy, no zeal, or thirst for knowledge. A young lady who can sit about house all day and not take up a sensible book or newspaper, and is content to pass day after day without acquiring any new idea, is the last person who should be permitted to teach, or to try to teach school.

3d. If you wish to succeed in teaching, strive to form a good character. Character is something that you cannot put on like a dress, when you enter the school-room. If you are disobedient to your parents or teachers, or habitually discontented, fretful, idle, or vain, you are poorly qualified to form the minds of children and give instruction in good behavior. The time is past when parents will be satisfied to have profane, drinking, gambling young men, or mere rude, giddy, flirting girls employed to instruct their children. You need not, indeed, "sit like your grandsires cut in alabaster, sleep when you wake, or creep into the jaundice with being bitter," nor need you, on the other hand, conduct in such a manner that your teacher shall hesitate to recommend you, on account of your irregular conduct, or that parents who know you shall be afraid of your bad influence over their children. Other things being equal, the teacher who has elevated moral character, good taste, and sense of propriety, will be most successful in school.

4th. If you do not teach, do something. Attend school if

you can. No matter if you are as old as the teacher, there may be enough for you to learn if you have a desire to learn. But if you do not attend school, do something. The habit of working, of accomplishing something, is essential to the teacher. The best workers, other things being equal, are the best teachers. If young persons in qualifying themselves to teach, lose the disposition or willingness to do anything else, they are hardly fit to teach, and their education is not an education, but a perversion of the mind. Some people speak of the surplus of teachers as a great evil, or calamity, as if it were a calamity to have our young people know enough to teach school; as if education were something that would spoil, like green vegetables, unless immediately disposed of in market. It is highly creditable to the enterprise and intelligence of our people, that we can furnish many more teachers than we have schools. T.

MONSON.

LESSONS FROM NATURE.

It is a very important part of a teacher's duty to give daily instruction, not only in the studies of the school, but in those things which pertain to character. The teacher that is worthy of the name must encourage all virtue and discourage all vice. He must stimulate the young to industry, enterprise, and manliness; and, like a skilful gardener, check, at the outset, the seeds of pride, vanity, deceit, falsehood, selfishness, anger, and malice. This cannot be done so much by formal lectures or sermons, as by pertinent and appropriate remarks that interest and please the scholars. How, then, shall teachers make such instruction interesting to their pupils?

No suggestions will, of course, be of any avail to a dull, plodding pedagogue; but to active, ingenious teachers, whose hearts are in the work, and whose great delight is to improve their pupils, I would suggest that they may derive great assistance in enforcing their instructions by calling in the aid of Nature, illustrating their lessons by the lessons of Nature.

Nature is not only beautiful, but *illustrative*. She gives lessons in order, in industry, in all the virtues.

"Go to the ant, thou sluggard, consider her ways and be wise." As Solomon passed by the field of the sluggard and derived instruction, even so now the teacher should interpret to his pupils the instructions which the fields and gardens of the sluggard afford. What a lesson does every ripe apple give! And so, too, blasted fruit, — what a lesson to idle, vicious scholars! When teachers, parents, look for ripe fruit, they yield blasted fruit! — "*wild grapes for grapes!*" The sun that ripens corn should surely see some fruit in us, especially in the young.

The Great Teacher gave interest and variety to his instructions by his familiar allusions to Nature. The "lilies of the valley;" — "fowls of the air;" — "the barren fig tree;" — "the sower that went forth to sow;" — "the vine and the branches;" — "the shepherd and the sheep;" all made his instructions instinct with life, beauty, and force.

One great advantage in going to Nature is, that the teacher will have original and fresh illustrations. It will relieve his instructions from the formal air, so repulsive to the young, and also to the old. It is not needful that medicine should be bitter to the taste in order to have a good effect. Advice and rebuke, like nauseous pills, *may* be so administered often, as to afford delight instead of disgust. The scholars, too, in this way, learn to notice and read Nature for themselves. Their minds are improved and taste cultivated, as well as hearts made better.

All teachers will not, of course, be successful in teaching from Nature, but I think most teachers might derive much more aid from Nature than they do, if they would only look at Nature themselves, and try to read and interpret her lessons, which are new and fresh every day.

To the dull, the idle, the heedless, Nature is blank and dull. While the inquiring mind will find not only beauty and science, but also instruction and wisdom, even as there are "tongues in trees, books in the running brooks, sermons in stones, and good in every thing."

SCIENTIFIC ILLUSTRATIONS IN SCHOOL.

THE unparalleled progress which the arts are now making, and the intimate dependence of these on experimental science, have given to this latter an importance well known to every intelligent mind. Never before in the history of man has every branch of agricultural, mechanical, and commercial industry received such impulses from this source. Through all the wide range of the arts we can scarcely point to a single department which has not within a short period received important aid from experimental researches in science. Such being the fact it becomes a matter of importance, that every lad who enjoys the blessings of even a common school education, should receive at least some general instruction in reference to those laws by which the changes in matter are governed.

But how shall these instructions be best given? Can books or oral instruction alone convey to the mind of the scholar a clear understanding of the facts in Nature? No doubt some minds, possessed in a remarkable degree of the power of applying principles, would find the hints given by such sufficient for directing their observations of natural phenomena; but with the majority it requires at least a miniature application in order to so elucidate and fix the principle as to make it of any practical utility. A boy, for instance, may study and commit the whole theory of the action of the barometer, the siphon, or the fire-engine, without a tithe of that comprehension of the cause of their operation which a few well explained and successfully performed experiments with the air-pump would afford. So of the theories of electric induction, the electric telegraph, the refraction of light, &c., — all are far more readily and satisfactorily comprehended by a few appropriate and well performed illustrations with an ordinary philosophical apparatus.

I say *well performed*; for a bungling, imperfect mechanical illustration of scientific principles is oftentimes worse than no illustration at all. And on this point allow me to dwell for a

moment. While all intelligent teachers admit the advantages of experimental illustrations of science, few comparatively regard the *successful* performance of such, as an art requiring attention, ingenuity, and a certain degree of mechanical skill. To suppose that every teacher who has studied in a general way the principles of philosophy, astronomy, or chemistry, can go at once before his classes and illustrate with an apparatus these principles, is as absurd as to expect a successful performance upon a church organ from a mere reader of Mozart's compositions. Apt illustrations with instruments, require experience and a due degree of attention. The demonstrator of science who views illustrations with philosophical machines, as he does the production of music from a crank organ, will find himself sadly disappointed in the trial. In illustrating the properties of liquids or gases, for instance, no machines will give satisfactory results in the hands of an indifferent, inexperienced manipulator. In each, there is a score of nice contingencies to be regarded, which only careful observation and experience can remedy.

To operate a nice air-pump as if it were a common water pump, or an electric machine as we would a grindstone — to disregard the extreme tenuity of gases, or the subtile nature of such an agent as electricity, is to insure disappointment and failure. To be sure, some of the coarser and less intricate illustrations may be produced by almost any one, but the nicer and more attractive experiments require experience and skill.

Not understanding *how to allow for results* is often a cause of failure. In the use of the mechanical powers, for instance, the theory as taught in works of natural philosophy, does not regard friction or inequalities in the density of the parts of the levers; accordingly, upon the application of weights to the arms, there is found to be a discrepancy between the theory and the actual result, requiring a little exercise of skill to obviate.

One experimenter will perform an entire course of pneumatic experiments without the slightest accident to the apparatus or failure in the illustrations. Another with the same instruments finds that the receivers do not fit to the pump-plate, —

that the stop-cocks leak, — that the glass of the water-hammer is too thin, — that mercury and acids have found their way into the air-pump, where they ought not to ; and so each instrument seems imperfect, and each illustration proves a failure. In chemistry, too, the sad results of a want of skill are still more obvious.

Confidence, says Lord Bacon, lies at the two extremes of knowledge. This is especially the case with illustrators of science.

No teacher is qualified to use even the most simple philosophical apparatus before his classes without some previous preparation ; and no successful teacher of natural science will fail to exercise his ingenuity and avail himself of the means within his reach, for rendering attractive and impressive the facts he would teach. We alluded to this same subject in the "Teacher" of June, 1856. A more extended observation since made has only confirmed what we there stated.

A. W. S.

NATURAL HISTORY IN PRIMARY SCHOOLS.

THERE is in the life of every child a time when the thoughts are fixed on external and visible objects. The artless prattle is all about some favorite dog, or pet chicken ; something which has been *seen* and *heard*, fondled in the arms, or led by a string.

And though grave philosophers may look scornfully on this faint indication of growing intellect, the wise man hails it as we are wont to hail the first buds of spring's earliest, sweetest flower.

"Since these things are so," as Cicero says, is not this the appropriate time for lessons from Nature ? Is it not time to unfold the leaves of that great book which the finger of the Creator has written, and which the oldest and wisest have never perfectly understood ?

Every teacher of a public school has sometimes little gifts

of flowers from the pupils ; common, perhaps, and wilted by too close pressure of little hands, — but *flowers* still, and tokens of love. Let them not be lightly esteemed.

You who are now yourself a teacher, can you not recollect some sunny morning, far back in the past, when with childish delight you gathered violets and daisies to grace the desk of the little country school-house ?

I shall never forget *one* such morning, when a large bouquet of buttercups, which I had just presented to our teacher, was hastily thrown out of the window ! nor the mortification and grief which followed the disposal of my gift. Do not throw away the flowers, but on some afternoon when it is best to leave books for a time, select one for the first simple lesson in *Botany*.

Tell the children that a little seed was buried in the earth, that the sun warmed it, and the rain came down to moisten it, till at length, from one part came forth a stem tending upward ; from another, a root pressing downward. Tell them that the little fibrils took from the soil just the nourishment needed by the plant ; and the sap ascended, and the green leaves appeared to feed on the air by day, and drink the dews at night ; and as the plant grew strong, in its own appointed season it put forth a tiny bud, which swelled and expanded till it burst into the perfect flower.

Show them the delicate petals, painted by the “Heavenly Artist,” and tell them how closely they are folded at night, as if the flowers were going to sleep, like little tired children.

Almost any one can have at command a small magnifying glass, and it will be found of great assistance in examining the structure of the more delicate parts. Encourage the children to ask questions about the lesson, and by all means use simple language. Do not burden the memory, nor jeopardize the vocal organs, by requiring them to call the buttercup, “*Ranunculus Acris*,” or the elder, “*Sambucus Canadensis*.” They will easily learn these names after they become acquainted with the dead languages.

In the same manner, from the stones which lie in the yard, may be taught the first principles of geology. The pupils

will delight to collect pretty pebbles in their walks, and you will be surprised to see how many really beautiful specimens will be brought together.

Sometimes talk about the flies that buzz so impudently around the children's ears, and walk so easily on the ceiling, — thus introducing *entomology*.

The variety of *subjects* for lessons from Nature is endless. Teach the little ones to be observing, — to find some beauty or utility in all things; and thus they will be led to think of the wisdom and benevolence of Him who "clothes the lilies and feeds the ravens." Thus their young hearts will expand with love for all God's creatures.

And above all, remember that by every new view of the wisdom and goodness of the Creator, — by every outflowing of love to His creatures, is hastened the approach of that time for which all true hearts long, while they offer the divine petition, "Thy kingdom come."

"EXPECTING NOTHING IN RETURN."

It was during my first weeks of teaching that a friend's hand penned the words that head these lines. I quote from his letter.

"Again you say, 'I thought to carry sunshine to the hearts of my children, but too often they take in the sunshine and in return throw a dark shadow over me.' True enough! Why? Because you had not fully considered, or if so, was not quite prepared for the inevitable. What ought we to look for in answer to our most disinterested efforts? Nothing. 'Expecting nothing in return,' said Christ. Why do such works then? Because they are right. If they spring from, they will be sustained by the sentiment of duty."

At first the words cast a hopelessness over my life. I saw the bright dreams I had raised around me to shut out the actual by their beauty, fading away. I looked my lot in the

face and shrank from it in very bitterness. I remembered lines of a poem written before I commenced teaching:—

Now with a purpose firm, joyful we take
Our chosen mission for His holy sake
Who gave his life for us. The paths he trod
We too would follow, for they lead to God.

And conscience bade me mark how the promptings of these too were a mere fleeting fancy. I could not cheerfully, for duty's sake and God's, tread the sandy road and receive the crown of thorns that awaited me. I did not see the "silver lining" to the dark cloud. I yearned for a draught from the fount of human sympathy, for a shelter in my weariness, help in my weakness. I looked to meet a friend in every face; but I learned soon it was in vain. I thought, at least, they might speak a kind word and let me go. One would do that for a dog, even; but I, in being their servant, was less entitled to kindness than a brute. A few helped me; but the many threw stumbling-blocks in my way. In my sorrow I knew it was just. If I worked for their favor, I deserved to lose the reward.

Then came a change. From very despair at first, I sought the guidance of that principle I knew could and would sustain me. I sought to labor patiently, lovingly, earnestly, "expecting nothing in return."

It was hard at first, but like the drowning man, though to me it was but a straw, I clung to it. It was my all.

At last, with a heart almost too weary to rejoice, I left the scene of my early trials. Looking back, I am thankful for the experience taught there; but can scarcely think of the old school-house, or catch a glimpse of the faces, once so familiar, without heart-ache. Even memory, which softens every past trial, sheds but little light on these.

Then came the reward of efforts there, in a new strength, a more earnest determination. Day by day I grew happier in my work. Duty sustained me, and rays from the sun behind the cloud filled my heart.

A dish of beautiful violets is beside me while I write. They were plucked from the green meadow where God's sun

shone upon them, and his dews refreshed them. Throw them carelessly down, and the outward form would perish, though the breath of life is safe with the Giver still ; but place them carefully in water, and they bloom in a luxuriance very beautiful to behold ; yet not so much because of the nourishment given, as for the instinct of life implanted within them.

I imagine it is so with me. I came from my dream-land, my green meadow, to actual life. I fancied the Great Preserver had forgotten his child ; but know now that though he denied the warm sun and fresh dews, my life was safe with him. And now I am happy, not so much for the sustenance he has given, as for the inward life, dearer still.

A teacher's life must be an unselfish one. A holy spirit of self-abnegation must dwell in her heart. She must receive sympathy gratefully when it comes ; but these human yearnings for it must not interfere with the daily life. Christ never spoke of his trials. Even in the great agony there was but a shade of reproach in the question, "Could ye not watch one hour ?" Let us imitate him, work for him, feed his lambs, without, in our weakness, seeking for ourselves other reward than the all-sustaining consciousness of duty, or murmuring that we bear a cross far lighter than that which he in his purity bore. Ours is flower-wreathed. Sometimes a glory shines around it ; a glory from that brighter land which no eye hath seen.

MARY.

BAD SPELLING AND ITS CONSEQUENCES.

SOME years ago a teacher presented himself as a candidate for the mastership of a school, of which the salary was fifteen hundred dollars. His qualifications were deemed satisfactory in all respects, *except in spelling*. On account of this deficiency he was rejected. See, now, what ignorance in this elementary branch cost him. In ten years his salary would have amounted to fifteen thousand dollars, throwing out of the calculation the increase which by good investment might have accrued from

interest. Besides, the salary of the same school has since been advanced to two thousand dollars. But he might have remained in the position twice or three times ten years, as other teachers in the same place have done, and that large amount might, consequently, have been increased in proportion.

A gentleman of excellent reputation as a scholar was proposed to fill a professorship in one of our New England colleges, not many years since; but in his correspondence, so much bad spelling was found, that his name was dropped, and an honorable position was lost by him. The corporation of the college concluded that, however high his qualifications as a professor might be in general literature, the orthography of his correspondence would not add much to the reputation of the institution.

A prominent manufacturer, in a neighboring town, received a business letter from an individual who had contracted to supply him with a large quantity of stock; but so badly was it spelled, and so illegible the penmanship, that the receiver found it nearly impossible to decipher the meaning. An immediate decision must be given in reply; and yet, so obscure was the expression that it was impossible to determine what should be the answer. Delay would be sure to bring loss; a wrong decision would lead to a still more serious result. Perplexed with uncertainty, throwing down the letter, he declared that this should be the last business transaction between him and the writer of such an illiterate communication; for, said he, "I am liable to lose more in this trade alone, than I can make in a lifetime of business with him."

A gentleman who had been a bookkeeper some years, offered himself as a candidate for the office of secretary to an insurance company. Although a man of estimable character, possessed of many excellent qualifications, he failed of being elected because he was in the habit of leaving words misspelled on his books. The position would require him to attend to a portion of the correspondence of the office, and it was thought that incorrect spelling would not *insure* the company a very excellent reputation from their method of doing business, whatever amount might be transacted.

Inability to spell correctly exposes one to pecuniary loss. It is, moreover, an obstacle to an advancement to honorable station. Such instances as those recited above are satisfactory proofs; but that this defect in one's education is productive of mortification and mischief, is illustrated by the following actual occurrences.

A young teacher had received assistance from a friend in obtaining a school, and wrote a letter overflowing with gratitude to his benefactor, but closed it thus: — "Please *except* (accept?) my thanks for your kind favors in my behalf."

Another individual addressed his friend thus — "My dear cur" (sir?).

So, in the one case, the grateful emotions of a young man are nullified by a solitary, perverse word; in the other, the writer unwittingly applies to his friend the epithet which the follower of Mahomet uses, when he would degrade his Christian neighbor to the lowest point his language will admit.

We were about to write a brief homily on the science of spelling, as a coda to the foregoing, but for the present refrain, with the hope that a few cases like the foregoing will awaken attention to the importance of the subject, and we can expend our logic to better advantage hereafter.

In the mean time, we invite everybody to furnish facts, *veritable* facts, tending to the same point, the accumulation of which will carry with them a weight not easy to be resisted.

A. P.

LITERARY LABOR is undervalued, chiefly because the tools wherewith it is done are invisible. If the brain made as much noise as a mill, or if thought-sowing followed hard after a breaking-up plough, the produce of the mind would at once assert a place in the prices current. If a writer could be so equipped with wheels and pinions, as entirely to conceal the man within, like the automaton chess-player, and sentences were recorded by a wooden, instead of a living hand, the expression of thought would be at a premium, because the clock-work would seem to show that it cost something to make it. — *Chicago Journal*.

RESIDENT EDITOR'S DEPARTMENT.

AMERICAN INSTITUTE OF INSTRUCTION.

[The following brief abstract, consisting mainly of the business part of the proceedings of the American Institute, is taken from an elaborate report prepared for the Association by H. E. Rockwell, Esq., of this city. We regret that our limits will not allow us to give a fuller synopsis of the lectures and valuable discussions which occurred during the several sessions.]

THE AMERICAN INSTITUTE OF INSTRUCTION met at Manchester, N. H., on Tuesday, August 18th, in the City Hall. Promptly at the appointed hour the Institute was called to order by the President, Hon. John Kingsbury, of Providence, R. I. Prayer was offered by Rev. Dr. Barrows, of Pittsburg, Pa., after which the minutes of the meeting were read by the Secretary, John Kneeland, Esq., of Roxbury.

In consequence of a necessity for adapting the sessions of the Institute to the practice of the citizens in regard to the hour of dining—the dinner hour here being 12 o'clock,—the meeting this morning was changed in its character somewhat from the programme, and was occupied in the appointment of certain committees. Messrs. William H. Ward and W. A. Webster of Manchester, and N. Ambrose of Lawrence, were appointed a committee on seating members; and Prof. R. S. Rust of Manchester, Prof. Greene of Providence, and Prof. Camp of New Britain, Ct., were appointed a committee to act with reference to procuring situations for teachers.

It was ordered that the hour of adjournment in the forenoon should be 12 o'clock, and the hour of meeting in the afternoon should be 2 o'clock, and then the Institute adjourned.

AFTERNOON SESSION.

At 2 o'clock the Institute was called to order, and was addressed by several gentlemen with words of welcome, at which time the hall was well filled, and the promise given, by the numbers present, that no former meeting of the Institute would surpass the present.

Hon. Jacob F. James, the Mayor of the city, on behalf of the city government, welcomed the Institute as follows:—

Mr. President, and Ladies and Gentlemen of the American Institute of Instruction: As executive officer of this city, it becomes my pleasant duty, in behalf of the city government and my fellow-citizens, to bid you a hearty and cordial welcome to our city, and to express to you our kindest salutations. Although we shall be unable to exhibit to you so many objects of general interest, or the wealth and splendor that you have observed in older and richer cities, yet I trust in our people you will find as warm and responsive hearts as you are accustomed to meet elsewhere, and that our

best efforts will be exerted to make your visit here as pleasant and agreeable to you, as circumstances and our accommodations will admit.

With this assurance, permit me again to thank you for your presence on this occasion. In behalf of my fellow-citizens I tender to you the hospitalities of the city during your stay with us.

J. O. Adams, Esq., in behalf of the Schools and the Board of Education, followed, expressing their gratification and gratitude that the Institute had passed by other invitations, and accepted that which had been offered by their Board. They had little, he said, to show to the members of the Institute, which would interest them, such as might be found in older places. They had no halls or columns of art, but they could show how, by the river-side, the wasting waters, by art and industry, had been turned into channels of utility. He hoped, however, that the hospitality of the citizens would be so extended to the Institute, and so enjoyed by them, that they would ever cherish pleasant associations of this city by the banks of the Merrimac.

Rev. C. W. Wallace, on behalf of the citizens generally, also greeted the Institute with words of welcome. Although this city was new — extending back only twenty years — and they could not show to the Institute libraries or works of art, they could show the grave of Stark, and the humble cottage by the road-side, all unshaded, all unhonored, where one of the most distinguished editors in the United States studied his English classics.

The President responded at considerable length to the words of welcome given to the Institute, taking occasion to give a very good lecture on the subject of Education, and closing by hearty thanks in behalf of the Institute for the hospitalities so generously tendered.

After a recess of five minutes, at 3 o'clock the Institute was addressed by Rev. Wm. R. Alger, upon the subject, *Man and the Astronomic Universe*. After hastily glancing at the great steps that have been taken in Astronomic Science up to the present time, the doctrine was advanced that every step has magnified man's importance in nature, and that the tendency of greater light will be to magnify that importance still more and continually; and will show the connection of his future fate with localities.

The lecture was an exceedingly able one, but of so scientific and metaphysical a character, that no mere abstract of it would do it justice.

The President, according to a previous order of the Institute, announced the following gentlemen as a committee on nomination: Messrs. Hammond of Groton, Rust of Manchester, Camp of New Britain, Ct., Bulkley of Brooklyn, N. Y., and Putnam of Boston.

EVENING SESSION.

At 8 o'clock in the evening, the Institute met, according to adjournment, and was addressed by Hon. George H. Calvert of Newport. The theme of his discourse was *Moral Education*, especially *The duty of making the higher emotive faculties the sources of discipline*.

At the close of the lecture the subject was thrown open for discussion by the Institute, and it appeared that many of the points stated by the lecturer were thought to be heretical.

Rev. Mr. Andrews, of New Britain, Ct., protested against the principle that the fear of God was a degrading feeling. He had been taught that "the fear of God was the beginning of wisdom." We are told not to fear those that kill the body, but to fear Him who has power to destroy both soul and body. Though the lecturer might explain the seeming incongruity, still

he (Mr. A.) would protest against the use of such language, as being dangerous in its tendency. The remarks of Mr. Andrews were applauded.

Mr. Jacob Bachelder, of Salem, thought that much of the subject of the lecture was not of a sufficiently practical character. Teachers assembled here want to know more just how to treat the young specimens of the *genus homo* committed to their charge. Children like to gratify themselves, and need to be trained; they will sometimes lie, in consequence of the wrong example of their parents or their companions; and the teachers were here to inquire practically how to deal with such cases as they find in their daily experience. In order to give moral instruction in a proper way, the teacher must ever keep in mind the tendency of children to go astray; his eye must be upon them, and his tongue ever ready to check the incipient wandering from rectitude; not with a frown, but with warning instruction and in love. Thus an ounce of prevention was worth a pound of cure.

Leander Wetherell, Esq., of Boston, disagreed also with the lecturer in the sentiment that the child was to be educated only and not trained. We are told in that old Book, "Train up a child," &c. A child is to be trained as well as educated. Many children are taught well, but we have no promise that if a child is "taught up in the way," &c., he will not depart from it. The training is the more important part. A child taught the catechism and the Bible may yet be a thief and a liar, while another who cannot read or recite a word of either, but who has been *trained* by a pious mother's example, may be always truthful and honest.

Mr. W. denied that it is the duty of *teachers* to train up children morally; it is their duty to coöperate with parents in doing it. Without moral instruction and moral training at home the teacher can accomplish very little. There is no duty of the parent more imperative than that of impressing the views which he himself holds upon matters which affect this life and the life to come, upon the mind of his child. He who does not, exemplifies the anecdote which is told of Coleridge. A friend of his, who held that the mind of the child should not be biased by the instruction of the parent, was invited to walk in the garden. Having gone in search of it, they found nothing but weeds, and when the friend urged Coleridge to show his garden, he replied, "This is my garden. I never think it worth while to bias it at all in favor of producing corn or any thing else in particular, but let it produce what it will." Every parent should so train his child that he may with perfect confidence say he knows that child will never so depart from rectitude as to commit flagrant crimes.

Mr. Greenleaf, of Bradford, spoke of his long experience — more than fifty years — in which he had had under his care four or five thousand pupils. And among them some had turned out well, and some very badly. More than fifty had become clergymen, and many others had filled other high places. But two had been hung, two had been in the State Prison, and [playfully] he believed that several others ought to have been there. But in nine cases out of ten, where they had turned out badly, he believed it was the parents' fault. He had tried his best efforts to make them what they should be, had coaxed and threatened, and sometimes had left real marks of affection [laughter] upon them, but the result had not been to make all what they ought to be. Where parents do their duty, his experience had taught him that teachers will have little trouble.

Mr. Kneeland, the Secretary, did not understand the lecturer to discard the principle of fear, in the way which had been suggested by gentlemen. He thought the lecturer would approve that fear spoken of in the Bible as much as any one would. He himself wanted to see scholars brought up to the standard where they may be governed in the way recommended in the

lecture; but at present, he thought other motives must be used. Teachers, however, should not throw all the responsibility for the moral training of children upon parents. There was no more important topic for the Institute to discuss than that now before them, and he was glad it had been discussed.

The Institute then adjourned.

SECOND DAY — WEDNESDAY.

In the absence of the President, who had been called away from the city, Hon. Nathan Hedges, of Newark, N. J., was called on to preside. Prayer was offered by Rev. Arthur B. Fuller, of Boston.

Resolutions of respect and condolence were then unanimously passed, in reference to the recent death of S. W. King, of Lynn, being introduced by Mr. Batchelder, of Salem, with very appropriate remarks, and seconded by Messrs. Northend, of New Britain, Ct., Sanborn, of Hopkinton, N. H., and Perry, of New London, Ct.

DISCUSSION. Subject, — *The Importance of Primary Schools, and the Best Methods of conducting them.*

J. D. Philbrick, Esq., Superintendent of the Schools of Boston, was first called upon. All agreed in the importance of Primary Schools, and the only question to consider was how to conduct them. Those influences which have so much advanced many higher institutions, have not reached Primary Schools. He believed that there was such a thing as an art of teaching, and that that art must be acquired before any one can successfully engage in teaching a Primary School.

Zalmon P. Richards, Esq., of Washington City, spoke of the great defects which are so common, especially in reading, which are the result of faulty training in Primary Schools. He had been recently at Montreal, where he had listened to many papers on scientific topics, and had been most painfully obliged to listen in order to hear; for the habits of those really wise, scientific men in regard to reading were so bad, that only those near to them could hear half that they read, nor could they comprehend the diagrams and charts exhibited, for the same reason.

Charles Northend, Esq., of New Britain, followed and recommended the system of amusing children on the play-grounds in the presence of the teacher, in order to correct bad moral habits.

Mr. Wetherell did not agree that scholars needed to be taught to play. They are ready enough to do that. What is more needed is to teach them how to apply themselves, and how to study.

Mr. Greenleaf, of Bradford, said he did not believe a word of the trite saying that "practice makes perfect." In his characteristic, quaint way of expressing himself, Mr. G. conveyed, on this point, many happy thoughts in a manner to be remembered.

Dr. W. Alcott, of Boston, related his experience as to the best way of interesting very young children. They should be kept employed always in the school-room if possible. He would have them make their own reading lessons. Books he would use little or not at all.

Mr. Batchelder, of Salem, also stated the process he would recommend for teaching the alphabet, which would be by the blackboard, and cards in the hands of pupils, having the letters upon them.

After a short recess it was ordered, on motion of Prof. Rust, that in discussing the next topic, the speakers should be limited to ten minutes each.

The next matter considered, at 11 o'clock, was — *What assistance should be rendered to Scholars in their Studies.*

Mr. Greenleaf said he would give none except, Yankee-like, when the pupil asked a question, to reply by asking another which might lead to a solution of the first. He said he had been a great sinner and an old one in this particular, but he would require pupils to perform their own problems and answer their own questions. The great reason why pupils ask for assistance is because they have not acquired the first principles, and especially, because they want to study so many subjects at once, and to learn B before they have learned A.

One young lady came to his seminary who had been neglected in her early education; but she wanted to get on with a rapidity to compensate for former delinquencies; and so asked to commence the studies of Philosophy, Chemistry and Algebra, and she would like also to study Bigotry. On inquiry it was suggested that perhaps she meant Botany, rather than Bigotry, and she did not know but that was it.

Dr. Alcott agreed with Mr. Greenleaf, especially in the idea that too many studies were pursued at one time.

Rev. A. B. Fuller, of Boston, very energetically opposed the idea that a teacher should not aid a pupil. Otherwise they might as well not have a teacher. The first assistance should be to inspire an interest in the study pursued, so that it shall be loved. He thought some subjects, as presented by teachers and authors, were so dry that no one could be interested in them, and no one scarcely could have patience to go through with the text-books used. He referred to a book which was studied while he was at Cambridge as an illustration. On its fly leaf some student had written —

“If there should be another flood,
To this book for refuge fly;
For if all else should be o’erwhelmed,
This book would still be dry.”

Let there be an interest excited in the study, let the principles be understood, and let the pupil *know how to study*, and he will need little other assistance, but *that* assistance he does need, and should have. Unless a teacher gives that, he is false to his position.

The subject was farther discussed by Messrs. Adams, of Newark, Wetherell and Richards, when Mr. Greenleaf said he *agreed* with those who had *differed* from him, exactly, and so the subject was laid on the table.

On motion of Prof. Rust it was agreed to proceed to the choice of officers, as the first business in the afternoon, and then the Institute adjourned.

AFTERNOON SESSION.

Choice of Officers.—At 2 o'clock, according to previous arrangement, the Institute proceeded to the election of officers for the ensuing year with the following result:—

President—JOHN D. PHILBRICK, Boston.

Vice Presidents—Samuel Pettes, Roxbury; Barnas Sears, Providence, R. I.; Gideon F. Thayer, Boston; Benjamin Greenleaf, Bradford; Daniel Kimball, Needham; William Russell, Lancaster; Henry Barnard, Hartford, Ct.; William H. Wells, Chicago, Ill.; Dyer H. Sanborn, Hopkinton, N. H.; Alfred Greenleaf, Brooklyn, N. Y.; William D. Swan, Boston; Charles Northend, New Britain, Ct.; Samuel S. Greene, Providence, R. I.; Ariel Parish, Springfield; Leander Wetherell, Boston; Ethan A. Andrews, New Britain, Ct.; Daniel Leach, Providence, R. I.; Amos Perry, New London,

Ct.; Nathan Hedges, Newark, N. J.; Wm. J. Adams, Boston; Worthington Hooker, New Haven, Ct.; Zalmon Richards, Washington, D. C.; John W. Bulkley, Brooklyn, N. Y.; Samuel F. Dyke, Bath, Me.; Thomas Sherwin, Boston; D. B. Hagar, Jamaica Plain; Jacob Batchelder, Salem; Elbridge Smith, Norwich, Ct.; George S. Boutwell, Groton; John Kingsbury, Providence, R. I.; George Allen, Jr., Boston; Charles Hammond, Groton; D. N. Camp, New Britain, Ct.; R. S. Rust, Manchester, N. H.; Marshall Conant, Bridgewater.

Recording Secretary — John Kneeland, Roxbury.

Corresponding Secretaries — A. M. Gay, Charlestown, B. W. Putnam, Boston.

Treasurer — Wm. D. Ticknor, Boston.

Curators — Nathan Metcalf, Boston, J. E. Horr, Brookline, Samuel Swan, Boston.

Censors — Joseph Hale, Joshua Bates, F. A. Sawyer, all of Boston.

Councillors — Daniel Mansfield, Cambridge; D. P. Galloup, Lowell; A. A. Gamwell, Charles Hutchins, Providence, R. I.; Moses Woolson, Portland, Me.; Alpheus Crosby, Boston; Samuel J. Pike, Somerville; J. W. Allen, Norwich, Ct.; A. P. Stone, Plymouth; Geo. N. Bigelow, Framingham; Richard Edwards, Salem; James N. McElligott, New York.

The President elect was conducted to the chair by Messrs. Greenleaf of Bradford, and Bulkley of Brooklyn, and acknowledged the honor conferred upon him in a very appropriate speech.

The subject of the last evening's lecture was then taken up, and Rev. Mr. Collom, of Manchester, expressed his dissent somewhat from the views of the lecturer (Mr. Calvert).

Rev. A. B. Fuller, of Boston, followed, and with a most earnest and spirited strain of remark defended the lecturer, so far as he went, but thought he did not go far enough. While "fear is the beginning of wisdom," love, "perfect love casteth out all fear." Both motives must be employed therefore. God uses both motives in his government, and no teacher can succeed without both, though love is the higher motive, and should be used when it will do its work.

After a recess of a few minutes, the Institute was addressed by Daniel Mansfield, Esq., of Cambridge, who gave an exceedingly interesting lecture on *Some of the Erroneous Opinions that are prevalent in the Community on the subject of Education*. He referred particularly to the false notions in regard to the objects of a Common School Education, — discipline, — the character and use of text-books, — the teacher's duties and position, and the extravagant expectations in the community as to what teachers and schools should accomplish.

EVENING SESSION.

The Institute met at 8 o'clock, — the hall crowded to overflowing, — and was addressed by Prof. R. P. Dunn, of Brown University, on *The Study of English in an Elementary Course of Education*. The aim of the lecturer was to show that the English language should have as extended and thorough a course of instruction as that given to Latin and Greek. In the

course of the lecture the great deficiencies in the technicalities of grammatical analysis, exhibited even by students who enter college and when they leave it, so far as the English language is concerned, were pointed out. He disclaimed all sympathy with those who discard Latin and Greek, as unnecessary and unprofitable. Patriotism should lead us to cultivate and thoroughly understand our mother tongue, whose elements are associated with so many brave and patriotic deeds in the past. Our boys and girls hear exclusive praises of Latin and Greek authors, and are led to think that English, even when thoroughly pursued, will ill repay attention.

The attractiveness of a thorough and critical study of English was exhibited, and the wealth of thought and expression into which it leads the scholar. The objection that this study belongs to a later stage was met and answered. Some schools, the lecturer remarked, now enjoy such training. He coveted for all our young scholars such masters as Coleridge enjoyed at Christ's Hospital, when his lessons in Milton and Shakspeare cost most time and trouble.

Not until we have such masters, shall we have, in the very instincts of our youth, a pledge that the speech we inherit shall, amid the manifold evil influences of the present age, retain its purity and its power. Not until then will the English language receive its due from those whose minds it forms and encircles, and to whom it is itself the most glorious part of their inheritance.

The subject of the lecture was then made the topic for discussion. Prof. Greene, of Brown University, and Mr. Perry, of New London, Ct., expressed their approbation of the lecture, and urged the importance of becoming better acquainted with the sources of the English language.

THURSDAY MORNING.

The Institute assembled promptly at 9 o'clock, and was called to order by the President. Prayer was offered by Rev. W. L. Gage, of Manchester.

After some consultation and discussion, it was decided to appoint a committee of three to arrange as to the manner in which the evening should be spent, as Prof. Mitchell, of Cincinnati, was not able to be present on account of illness in his family. Messrs. Perry of New London, Richards of Washington, and Hedges of Newark, were appointed. They subsequently reported that an address would be given by Hon. Daniel Clarke of Manchester, as the first exercise of the evening, and that five-minutes speeches from members of the Institute would be in order afterwards.

The Report of the Board of Directors was then read by the Secretary, after which the President announced the following topic of discussion: *The relative merits of Public High Schools and Endowed Academies*. This discussion * was ably conducted by Messrs. Hagar, Wilkins, Hon. Mr. Boutwell, Wetherell, Hammond, and Goodwin.

* We have reserved the whole of this interesting discussion for the next number, as our space for this month will not allow us to do justice to its importance.

At the conclusion of Mr. Boutwell's remarks, after a short recess, the Institute was again called to order, G. F. Thayer, Esq., of Boston, in the chair.

J. W. Bulkley, Superintendent of Schools in Brooklyn, N. Y., then gave a lecture on *Self-Reliance*. The doctrine of the lecture was, that there was no more important trait of character than that which leads one to steadfast perseverance in the accomplishment of any desirable end,—in science, art, or philanthropy; that there was no more important phrase in the English Language than "*I will*;" that the great difference between men is the result of knowledge and invincible determination; that no success is ever gained without difficulties; that discipline, trial, endeavor, are important adjuncts in education. These positions were elaborately illustrated by references to the lives of eminent men. The means of self-culture were then pointed out, and the right use of them insisted upon as essential to growth and progress in intellectual attainments.

AFTERNOON SESSION.

The discussion in regard to *High Schools and Endowed Academies* was resumed and continued at considerable length. At its conclusion, the Institute took up the question: *Ought the Sexes to be educated together in the Public Schools?*

A. P. Stone, Principal of the Plymouth High School, said that, in an unguarded moment, he had promised to start the ball; but he would not try to roll it far. He thought there were particular reasons why this discussion should be conducted by men of experience and gray hairs, who could tell what had been the result of their experience, as developed in the lives of those who had been trained by them.

My sympathies, he continued, are decidedly in favor of having the sexes together in public schools. There are advantages in having them associated, and disadvantages in having them separated. As far as intellectual culture is concerned, there is an especial advantage to females when educated in mixed schools. The presence of boys gives a decided impulse, a more healthy ambition to the girls. Their mental powers will receive a better development than when educated by themselves. On the other hand the influence of the other sex upon boys is to soften their manners, and lead to a more harmonious development of their powers.

Then in a moral point of view the advantages are equally evident. I know it will be said that in a mixed school there are influences which are injurious, and that there is a tendency to divert the mind from study. But that does not depend upon association in schools. The teacher who in a mixed school could not control these influences, would have just as much difficulty if he had one sex only, and the other was in a building half a mile or a mile distant. It is in schools as in the family, and it is certainly settled that boys and girls brought up together in the family are more civil, have a better sense of propriety, and are safer when they come to go out into the world, than those who are brought up in families where the children are all of one sex.

The President, Gideon F. Thayer, Esq., of Boston, in the chair.—The gentleman said gray hairs should speak on this subject, and he looked in this direction—perhaps only because he was addressing me as the President.

Mr. Stone.—I did look at you, and hoped you would understand my allusion.

The President.— Although I cannot say that I have not had an experience of many years in teaching, my experience on this matter under discussion has been very limited. But I do recollect, that when a school-boy in one of the Boston public schools, during the latter part of the time I had the honor of being one of the "*table boys*," as they were called, who had the duty of preparing the copies and ruling the books, and it was necessary to be in the rooms through the day. And I confess, that when in the presence of two or three hundred young ladies, I had a different sensation, [laughter,] a little more ambition, a little greater desire to do what I had to do, well, than if the eyes of so many fair girls had not been upon me. This principle is one inherent in the human mind, and we cannot get rid of it. It is said by some, you must not indulge love of approbation. That principle is placed in the mind by the Creator; and it is love of approbation that has led to some of the greatest exploits man ever saw or performed, so that it is true,

"Abstract what others feel, what others think,
All pleasures sicken and all glories sink."

Take that away, and he must be a bold man who would be willing to live. With boys and girls of fourteen and about that age, this feeling is most rife. The boys and girls will see that their external appearance is neat and trim, all the more, because exposed to the observation of the other sex. There is no harm in it; it is a good principle. To be sure, we should not rest on that alone. In the absence of any higher motive, let us not discard the love of approbation. We all act upon it more or less, though we do not intend to. Even in primary schools, the motive which is presented, that the father or mother will be pleased with the good conduct of the child, is an appeal to the love of approbation, and it is a pure and proper motive. So in our highest performances we seek to obtain the Divine approbation.

I have not fully made up my mind as to the universality of the rule that the sexes should be educated together. In a rural population, where the children are known to each other, especially where they exchange visits at each other's houses, I would have them educated together. But if the population is not homogeneous, and there are those with whom we should not like to have our children associate, I am not prepared to say that I am in favor of their being educated together.

Mr. Richards, of Washington, D. C., said he had spent ten years in teaching a mixed school; where they did not sit all the same time in the same room, but were together at recitations. He had also spent about ten years in teaching boys alone, where they have not come under the influence of the opposite sex at all. His experience led him to go back to the mixed school system. The progress of both sexes is greater when they study and recite together. The love of approbation was stimulated in the mixed school, and the mutual influence of one sex upon the other he had found was advantageous in the manner suggested by Mr. Stone. They would accomplish twice as much in a year, and be better boys besides, for the influence of the girls. Were not public opinion opposed to it in the city of Washington, he would go back to the old system at once.

Mr. Adams, of Newark, inquired if Mr. Richards' experience with the mixed school was in a city, and he replied that it was in the vicinity of Troy and Albany, and his school was composed in part of youth from those cities.

Mr. Bulkley, Superintendent of Schools in Brooklyn, N. Y., said he had had experience in both kinds of schools, in country and in city; and he was decidedly in favor of mixed schools. In Brooklyn a portion of them are so, but some are not. He thought many of the evils supposed to exist in mixed schools were imaginary. He believed it practicable to carry out the plan

of mixed schools throughout Brooklyn, and from year to year this practice was becoming more and more common. In New York the practice is the other way.

The family is the *beau ideal* of a good school. The habits and manners will be better formed, and more suited to the relations of after life when the sexes are educated together. Mind will be more symmetrically developed. The boy will be refined, and the extreme prudery of the girl will be removed. Under proper influences, he had no doubt that in every way the education of both would be more valuable when educated together than when educated in separate schools.

THURSDAY EVENING — CLOSING EXERCISES.

The Institute, having returned from their visit to the Print Works, and from a pleasant trip, through the politeness of Mayor James, as the representative of the city government, to the grave of Gen. Stark, the hero of Bennington, assembled in such numbers, as, with their friends, to crowd the City Hall to its utmost capacity.

Hon. Daniel Clark, U. S. Senator, was first called up, and he addressed the meeting in a very earnest and eloquent manner, urging, more especially, the importance of Common Schools; but at the same time claiming a very high and important place for High Schools and Academies. What an amount of good had been done by the Academy at Exeter, where were educated the massive and intellectual Webster, the polished and graceful Everett, a Cushing and a Plummer, and hosts of others!

The Common School has its sphere too. It is there peculiarly that self-reliance is taught. There the son of the rich man learns that, though better fed and clothed than the son of the poor man, he is no better scholar. Thus is the common school fitted to make the one humble, and to encourage the other. The poor boy feels that he can go to the free school as well as the son of the rich, and he can learn as well, and may hope to rise to distinction as well as he. Said Mr. C., if it were not invidious, I would like to call your attention to what this nation witnessed a few weeks ago. Shall I do it? And will no one think I allude to political matters, though it took place in the councils of the nation? It furnished one of the finest examples that the nation ever saw, how the poor man's son, coming up from a public school, from the mechanic's shop, from his profession, called to the councils of Massachusetts, and from the councils of the State to the councils of the nation; and then, when put side by side on the track with a man highly educated, and who had his thousands and thousands of dollars, and had been lulled in the lap of luxury, won his way to the chair of the House of Representatives. [Applause.]

The influence of the common school in making our whole population homogeneous was also illustrated, and regarded as important. In closing, Mr. Clark said:—In my opinion no profession holds a rank in community with that of the instructor of youth. You admire the statesman, and you admire the law-givers. You admire the professional man, the lawyer, the clergyman, the physician. You are they who make them. You admire the sculptor and the architect. Michael Angelo will live forever for the various creations he wrought. How much short of him will be he who educated Webster and his compeers? You admire the painters, Raphael and Titian; but you paint on a material that will never allow the colors to fade, through all the ages of eternity. Perhaps there is some lady here who toils in the primary school. You go to your task in the morning, and you return fatigued, perplexed; you are tired and fainting; you think, in your

vexation, that it is a paltry business to be teaching these children. But remember that every one of these little ones is a harp of a thousand strings, and you are tuning it to join the symphonies above. You pass through the street, or are in a brilliant party or in a ball-room, and you wear, or see on another lady, a beautiful gem. Far away in Geneva, or in some town in France, sits the lapidary who wrought and polished that beautiful gem from the rough, unshapen mass. You are the lapidary at work on gems which shall be worn in crowns above.

William D. Swan, Esq., of Boston, was then called upon as one of the four original founders of the Institute who were now present. He spoke of the great changes that had taken place in the cause of education since the foundation of the Institute, a great deal of which he believed to be the result of its action. Referring to his own experience as a teacher, he said that he first began to teach in Dorchester with a salary of \$350 a year, and thought that a great salary. Now the seven teachers in that town have a thousand dollars a year. The people are ready to make any necessary sacrifice for schools, he believed, if the want is properly shown and made to appear.

Mr. Batchelder, of Salem, spoke of the manner in which our public schools are to be sustained. He plead for an effort to secure appropriations from the public lands of the United States for that purpose.

D. B. Hagar, Esq., spoke of the encouragement that teachers have in their work, compared with what once existed. As an illustration of the estimation in which, in one place at least, they were held, he said that a teacher, some years since, on going to a new field of labor, and to the house selected for a boarding place, was met at the door by the good lady, and having introduced himself as "the schoolmaster," was greeted with the response, "Is it possible you are the schoolmaster? Why, you look like a gentleman!" [Laughter.] Now, so far as his observation extended, a gentleman and a schoolmaster are not regarded as entirely incompatible.

Hon. Nathan Hodges, of Newark, N. J., next spoke of the great pleasure he had taken in the meetings of the Institute. He always looked forward to this meeting in August as the schoolboy does to his holiday.

Mr. Wetherell, Prof. Patterson of Dartmouth College, Mr. J. S. Russell of Lowell, Mr. Hayward of Illinois, Mr. Kneeland the Secretary, Rev. Mr. Fuller of Boston, and Mr. Bulkley of Brooklyn, N. Y., made short and very interesting addresses, after which Mr. Hagar introduced the following resolution, which was adopted unanimously:

Resolved, That the cordial thanks of the Institute are hereby presented to John Kingsbury, Esq., for the able, impartial, and urbane manner in which he has, for the last two years, presided over its deliberations; for his eminent example of faithful devotion to the cause of education, and for his living testimony in behalf of uprightness and purity of character, and those other qualities which distinguish the Christian gentleman.

William D. Ticknor, Esq., of Boston, then presented a series of resolutions, tendering the thanks of the Institute to the citizens of Manchester for their hospitality, to the committees who had contributed to the pleasures of the members of the Institute, and especially to His Honor the Mayor, and to Messrs. Gages, Rust, Ward, Webster, and Newell, for their individual efforts in the same direction. Thanks were also tendered to the city government, for the use of the hall and other courtesies, and to the officers of the several corporations here who had invited the Institute to visit the operations of the various manufacturing establishments, and to the railroad companies and the lecturers, all of which were unanimously adopted, having been seconded by some very appropriate remarks by Mr. Sanborn, of Hopkinton, N. H.

Rev. Messrs. Wallace and Gage responded briefly to the resolutions of thanks to the citizens, and cordially invited the Institute to make another visit to Manchester.

Thanks were then appropriately rendered, on motion of Mr. Stone of Plymouth, to Mr. Ticknor, the Treasurer, for his successful labors in arranging with railroad companies for a reduction of fare, and then, after remarks by the President, and singing of the Doxology, "Praise God," &c., the Institute, at nearly 11 o'clock, adjourned.

MATHEMATICAL QUESTIONS AND SOLUTIONS.

QUESTION 34. Solve the equation $\frac{2}{19} (\sqrt{x^2 + 39x + 374} - \sqrt{x^2 + 20x + 51}) = \frac{\sqrt{x+20}}{\sqrt{x+17}}$. G.

QUESTION 35. The area of a triangle is 126; the sum of the sides, 54; and the sum of their squares, 1010. Determine the triangle. — *Selected*.

QUESTION 36. A stone let fall into a well was heard to strike the water $3\frac{9}{10}$ seconds after it began its descent. What was the distance to the water, supposing that a body falls freely 16 feet in the first second, and that sound travels 1,120 feet per second? Give the particular answer and formulæ by which similar questions may be solved. T. S.

QUESTION 37. In Question 23, the cone is supposed to float with its base downwards and horizontal. In this position of a cone, the equilibrium would sometimes be unstable. In what position of the cone, in the particular instance given, would the equilibrium be stable? T. S.

SOLUTION OF QUESTION 23.

At 8 inches from the base, the diameter of the cone would be $\frac{10}{3}$ inches, since 4 inches is $\frac{1}{3}$ of the whole height of the cone. The cone left above the water would be 4 inches high, and $\frac{10}{3}$ inches in diameter at the base.

$$\text{Solidity of small cone} = \left(\frac{10}{3}\right)^2 \times .785398 \times \frac{4}{3} = 11.635 + \text{in.};$$

$$\text{" " large " } = (10)^2 \times .785398 \times 4 = 314.1592 \text{ in.};$$

$$\text{" " frustum immersed} = \text{their difference} = 302.524 + \text{in.}$$

$$\text{Standard weight of a cubic foot of water} = 1000 \text{ oz.};$$

$$\therefore \text{Weight of cone} = \frac{302.524}{1728} \times 1000 = 175.071 + \text{oz.};$$

$$\text{Weight of an equal bulk of water} = \frac{314.1592}{1728} \times 1000 = 181.805 + \text{oz.};$$

$$\therefore \text{Specific gravity of cone} = \frac{175.071}{181.805} = .9629 +. \quad \text{Ans.} \quad \text{w.}$$

ANSWER TO QUESTION 24.

By going due East he must follow a parallel of latitude; therefore his latitude must be the same on arriving at the eastern continent as on starting from Boston. W.

ANSWER TO QUESTION 27.

That two straight lines cannot limit space is to my mind an *axiom*, and no more susceptible of proof than that "the whole is greater than any of its parts."

[For the editor's views upon this Question, see the Number for April, "Definition of an Angle."]

SOLUTION 2d OF QUESTION 14 FOR 1856.

(See diagram for the June Number, 1857.)

Circumscribing a rectangle about the inner boundary of the race-course, we find, from the conditions of the question, 57 and 37 for the two dimensions of the rectangle. Its perimeter is therefore 188 rods, 28 rods longer than the prescribed length of the inner boundary. Hence, by rounding the ends, we must shorten this perimeter 28 rods; or each semi-arc, as FA, must be 7 rods shorter than $AE + FE = r(\sin x + \text{ver-sin } x)$, putting $x =$ angle ADF. Hence, $r \text{ arc } x = r \sin x + r \text{ ver-sin } x - 7$.

But $18.5 = r \sin x \therefore 7 = \frac{14}{37} r \sin x$, and $r \text{ arc } x = \frac{23}{37} r \sin x + r \text{ ver-sin } x$. Dividing by r , we have $\text{arc } x = \frac{23}{37} \sin x + \text{ver-sin } x$.

The problem is now reduced to finding an arc which fulfils this condition. We ascertain by a few trials with a table of sines, that $x = 62^\circ 53' 45''$ nearly. But $r \sin x = 18.5 \therefore r = 20.7823158$. The corresponding value of the perimeter of the race-course is accurate within $\frac{1}{30}$ of an inch.

G. W. P.,

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SOLUTION OF QUESTION 19.

Let AB and BC be the arms of the toggle-joint, and let BD represent the power applied. Then BD may be resolved into BE and BG; and these into BF and FE, and BH and GH, FE and GH being parallel to AC. It is now required to make $FE + GH = 2 FE$ a maximum.

Let $AC = a$ and $AD = x$.

Then $AB : DE = AC : DC = a : a - x$;

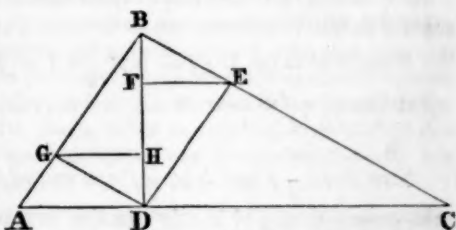
and $AB : DE = AD : FE = x : FE$;

$\therefore a : a - x = x : FE$;

$\therefore FE = \frac{1}{a}(ax - x^2) = \text{a maximum.}$

But it may be proved by the calculus, or even by algebra, that this quantity will be a maximum when $x = \frac{a}{2}$. Therefore the point D must be in the middle of AC, and the two arms must be equal.

J. B. H.



There is some pertinency in the remarks of "An Old Teacher" on the solution of Question 10th; for it is hardly probable, that, except in very simple cases, one would be able to substitute for x a quantity which would reduce the equation, unless he had learned beforehand the answer, either by trial or by one of the higher modes of solution. In this particular instance, it is easy to find what the answer is; for the original equation and its derivative have a common divisor, and therefore the former has multiple roots that are readily detected; or the answer may be obtained by applying the method for integral roots. Knowing that the answer is 2 or -1 , we of course know that $x - 2$ and $x + 1$ may be successively put equal to zero, and consequently that $y + 2$ or $y - 1$ put in place of x , must simplify the equation. In general, we think that the solution of cubic and higher equations by means of quadratics, and without recourse to the general theory of equations, depends either on skill in detecting the factors, or on good fortune in making substitutions which will reduce the equations. ED.

SOLIDITY OF THE FRUSTUM OF A PYRAMID CONSIDERED ANALYTICALLY.

The solidity of the frustum of a pyramid is equal to the sum of three pyramids having for bases the lower base of the frustum, its upper base, and a mean proportional between these two bases, and for a common altitude that of the frustum.

Let B be the base and A the altitude of the whole pyramid, b the base and a the altitude of the one cut-off, — then the solidity S of the frustum is

$$S = B \times \frac{1}{3} A - b \times \frac{1}{3} a,$$

since the solidity of a pyramid is the product of its base, and one-third of its altitude. Let f be the altitude of the frustum, and the above value of S may be written, —

$$S = B \times \frac{1}{3} (a + f) - b \times \frac{1}{3} (A - f) = B \times \frac{1}{3} f + b \times \frac{1}{3} f + B \times \frac{1}{3} a - b \times \frac{1}{3} A.$$

Now $B \times \frac{1}{3} f$ and $b \times \frac{1}{3} f$ are two of the three pyramids announced in the proposition, and it only remains to prove that —

$$(1) \quad B \times \frac{1}{3} a - b \times \frac{1}{3} A = \sqrt{Bb} \times \frac{1}{3} f = \text{the third pyramid.}$$

Dividing by $\frac{1}{3} \sqrt{Bb}$ (1) becomes

$$(2) \quad \frac{\sqrt{B}}{\sqrt{b}} \times a - \frac{\sqrt{b}}{\sqrt{B}} \times A = f.$$

But, since the whole pyramid and the one cut off are similar,

$$B : b :: A^2 : a^2;$$

or,

$$\frac{\sqrt{B}}{\sqrt{b}} = \frac{A}{a}$$

Substituting this value of $\sqrt{\frac{B}{b}}$ in (2) we get

$$A - a = f,$$

an identity; hence (1) is true.

J. D. R.

INTELLIGENCE.

WESTFIELD NORMAL ASSOCIATION.—The semiannual examination of the Westfield State Normal School took place on Monday and Tuesday, July 27th and 28th. The examination of the graduating class, about twenty in number, came on the second day. At the close of the exercises, the graduates received their diplomas and were briefly addressed by the principal, J. W. Dickinson, and Messrs. Parish and Otheman, members of the Board of Education. The school is, we are happy to learn, in a very prosperous condition, and is accomplishing a good work for the cause of education in Western Massachusetts. The greatest need of the school at present is an addition to the Library, and illustrative apparatus for teaching the Natural Sciences. A few hundred dollars, placed at the disposal of the principal, would be of great service in supplying this want.

The fifth triennial meeting of the Normal Association, composed of the Alumni of the school, was held on Thursday and Friday, July 30th and 31st. The exercises began on Thursday, at 2 o'clock, P. M., with a business meeting, at which the following officers were chosen for the ensuing three years:

W. L. P. Boardman, of Boston, President. Alvin B. Clapp, of Southampton; Alvin C. Robbins, of Pawtucket, R. I.; Maro Kendall, of Worcester, Vice Presidents. Chas. A. Richardson, of Boston, Secretary and Treasurer. Chas. Gates, of New York City; Joseph G. Scott, of Brimfield; Jas. C. Greenough, of Westfield; B. Frank Parsons, of Williams College; Addison G. Smith, of Harvard College; Councillors.

On Friday morning, at 9 o'clock, the members of the Association assembled at the Normal School building, organized in procession, and marched to the Methodist Church, where the public services were announced. It soon appeared that this Church, large as it was, could contain but a small portion of the populace who were anxiously awaiting entrance. An adjournment was immediately proposed to the First Congregational Church, Rev. Dr. Davis, which was kindly offered for the use of the meeting. Every part of this spacious edifice was densely packed with the friends of education and citizens generally.

A voluntary was admirably performed by the choir, under charge of G. F. Miller, Esq., and the blessing of Heaven was fervently invoked by the Rev. J. S. Bingham, of the Second Congregational Church. Milton B. Whitney, Esq., now welcomed the Association to the hospitalities of the citizens in whose behalf he spoke. Brief and fitting allusion was made to the holy associations clustering around the day and spot, and worthy mention was made of the exalted nature of the teacher's profession, and the hallowed memories of the scholar's life. To this cordial welcome to the homes and sympathies of the people of Westfield a suitable response was made by Chas. Hutchins, Esq., the president of the Association, who indulged in a brief strain of retrospect, and closed by charging the representative of the citizens to bear back to them the hearty thanks of their guests for the generous fulfilment of past promises and the generous provision made for the present occasion.

An original hymn, composed by a member of the Association, was sung with fine effect, after which the orator of the day, Geo. W. Curtis, of New York, was intro-

duced to the audience. His theme was the "Character and Duty of Patriotism," and was happily treated, as the almost breathless attention of the large assembly attested. It is in vain for us to attempt to do justice to this eloquent production by giving an abstract of its scope and aim. Suffice it to say that it was replete with sound wisdom and noble ideas, and was a credit both to the brain and heart of the distinguished orator. Mr. Curtis was succeeded by J. G. Holland, Esq., of Springfield, the poet of this occasion.

After the public exercises were concluded the procession was re-formed and marched to Whitman's Hall, where a bountiful collation had been provided by the ladies. The hall was neatly decorated with evergreens and flowers, and presented a tasteful appearance. On the sides of the hall, in letters of living green, were many well-known mottoes, wise sayings garnered up in the hearts of true Normals as precious recollections of former teachers. Mr. Rowe's portly person did not recall past days more vividly than his memorable motto, "What! How!! Why!!!" And much as Mr. Wells was missed, "Doing Good" brought his familiar form before the eyes of all.

The exercises were opened by the singing of an original hymn, which touched a tender chord in the hearts of all, as the trickling tear on many a cheek bore witness. The divine blessing was invoked by Rev. Dr. Davis, and then the audience were invited to lay under contribution the services of the fair maidens, who constituted themselves the waiters of the hungry crowd. After the wants of all had been duly and satisfactorily supplied, the assembly were treated to the "feast of reason and the flow of soul." Brief, sententious speeches were made by the Principal of the School, Mr. Parish of the Board of Education, Rev. Mr. Northrop, Agent of the Board, Mr. Bigelow of the Framingham School, Mr. Edwards of the Salem School, Prof. Greene of Brown University, and others. It was an appropriate accompaniment to the substantial repast to which it succeeded, and was a source of pleasure to all parties.

The members of the Association were now invited to participate, with the friends of the Academy and citizens generally, in the ceremony of laying the corner-stone of the edifice now erecting for this old and highly successful institution. The evening was devoted to a social entertainment, at which remarks were made by D. S. Rowe of Irving Institute, Tarrytown, N. Y., former principal of the school, E. G. Beckwith, President of Oahu College, Sandwich Isles, who was formerly connected with the school as a teacher, and others.

Saturday morning, from 8 to 9 o'clock, was devoted to a religious meeting, as has been the custom of former occasions. This was a solemn and interesting occasion, and brought to mind many similar scenes, in which we had joined with those who now are gathered to the inheritance of saints in light.

The Alumni of the school, including those of the Barre School, — of whom a respectable number was present — now numbers something over one thousand. Many of these have quit the field, but yet all retain a deep and abiding interest in the cause of education, and an ardent affection for the dear "Old Hall" where so many pleasant associations cluster. When we endeavor to realize the vast amount of good which the Old Bay State and the country at large have received from this and kindred institutions, our hearts go out in grateful remembrance of those who under God were the founders of these nurseries of sound learning and true piety.

It may not be amiss to state that a general catalogue has been published, containing the names of all the members of the school, from its origin at Barre to the present time, as well as facts of interest pertaining to the welfare of each, and a brief history of the past acts of the Association. As it is intended to issue a revised edition at some future time, any corrections, changes of name, residence, &c., and all facts of importance relative to the Association and its members, can be forwarded to the principal of the school.